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ABSTRACT

This survey of 45 school administrators sought to determine the factors they consider important in hiring beginning teachers, and those that are important in hiring experienced teachers. The questionnaires contained sixteen factors, identical for both experienced and inexperienced teachers, which the respondents rated according to the importance of each one in staff selection. Two tables of results are provided, and the following conclusions are drawn: (1) The key factors for both beginning and experienced teachers are maturity, initiative, interest, enthusiasm, poise, and the ability to work with people: (2) Another factor was also identical for both beginning and experienced teachers--successful previous employment; and (3) The third factor was the ability to teach in a second area. Recommendations based on the survey are: (1) that institutions should provide adequate career planning to students, alerting teacher candidates to the importance placed on personal qualifications; (2) that teacher candidates and experienced teachers should recognize the importance of doing a good job in their current positions; and (3) that obtaining a teaching minor while preparing for a teaching career will enhance the opportunities available to the individual. (FG)

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What Employers Consider Important in Hiring Teachers

Summer/Fall 1978

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WHAT EMPLOYERS CONSIDER IMPORTANT IN HIRING TEACHERS

INTRODUCTION

Staff selection is one of the most difficult tasks facing a school administrator. Staff selection is also a very frustrating experience for a teacher candidate. Staff Selection ranges from a one-person interview/one-person decision, to a series of interviews/group decision. In an effort to continually research various aspects of staff selection, and to constantly improve staff selection, a study was conducted by the ASCUS Research Committee, Summer, 1978.

PURPOSES OF THE STUDY

The purpose in surveying administrators throughout the U.S. was to determine the answers to two major questions, namely;

1. What employers consider important in hiring beginning teachers.
2. What employers consider important in hiring experienced teachers.

LIMITATIONS

The survey was limited to the 45 school administrators that returned the questionnaire. Tables I & II summarize the characteristics that employers consider important in hiring beginning and experienced teachers respectively. Perusal of the tables established that personal qualifications such as maturity, initiative, interest, enthusiasm, poise, and the ability to work with people are the key factors in selection of staff for both the beginning teacher and experienced teacher.

TABLE I

WHAT EMPLOYERS CONSIDER IMPORTANT IN HIRING BEGINNING TEACHERS

	#1	#2	#3	#4	#5	#6
1. The personal qualifications of the graduate, including maturity, initiative, interest, enthusiasm, poise, and the ability to work with people.				1	3	39
2. The nature and extent of professional courses in education, including educational psychology, methods of teaching and student teaching.			3	11	20	11
3. The scholastic qualifications of the graduate as shown by marks in college courses - grade-point average.	1			19	18	6
4. The nature and extent of liberal arts courses relating to major field of study or a teaching field.		1	1	14	18	9
5. Experiences in campus activities, especially leadership and participation in extra-curricular life.		1	3	13	17	10
6. General liberal arts courses completed by the candidate designed to provide a broad and cultural background.		4	3	20	9	5
7. Past employment.			5	17	8	9
8. Comments by professors in the placement credential file.		4	6	20	8	5
9. Comments by past professional employers in placement credential file.		2	2	3	13	16
10. Comments by past non-related (non-professional employment) employers in placement credential file.		3	6	18	13	3
11. Interests of candidates in directing extra curricular involvements.			3	11	16	12
12. Ability of candidate to teach in a second area.		3	1	11	13	15

WHAT EMPLOYERS CONSIDER IMPORTANT IN HIRING BEGINNING TEACHERS (CONT'D)

	#1	#2	#3	#4	#5	#6
13. Quality of Communications of candidate (e.g. resume, letter, application).			1	7	14	22
14. Professional credentials of candidate--contains concise, crisp summary statements of candidate.		1	2	5	18	18
15. Professional credentials of candidate--contains more lengthy and detailed documentation of candidate.		2	5	14	11	12
16. Interviewing skills of teacher candidates.				6	21	17

#6 - Highly important
#5 - Above average importance
#4 - Average importance
#3 - Below average importance
#2 - Little importance
#1 - No importance

TABLE II

WHAT EMPLOYERS CONSIDER IMPORTANT IN HIRING EXPERIENCED TEACHERS

	#1	#2	#3	#4	#5	#6
1. The personal qualifications of the graduate, including maturity, initiative, interest, enthusiasm, poise, and the ability to work with people.					1	37
2. The nature and extent of professional courses in education, including educational psychology, methods of teaching and student teaching.			5	15	15	9
3. The scholastic qualifications of the graduate as shown by marks in college courses - grade-point average.	1			22	16	5
4. The nature and extent of liberal arts courses relating to major field of study or a teaching field.		1	4	16	14	9
5. Experiences in campus activities, especially leadership and participation in extra-curricular life.	1	4	4	20	9	6
6. General liberal arts courses completed by the candidate designed to provide a broad and cultural background.		6	4	18	10	4
7. Past employment.				4	7	33
8. Comments by professors in the placement credential file.	1	7	10	22	3	
9. Comments by past professional employers in placement credential file.		1	1	2	10	30
10. Comments by past non-related (non-professional employment) employers in placement credential file.		4	11	16	11	2
11. Interests of candidates in directing extra curricular involvements.			2	12	18	11
12. Ability of candidate to teach in a second area.		3	2	12	13	14

WHAT EMPLOYERS CONSIDER IMPORTANT IN HIRING EXPERIENCED TEACHERS (CONT'D)

	#1	#2	#3	#4	#5	#6
13. Quality of communications of candidate (e.g. resume, letter, application).			1		14	22
14. Professional credentials of candidate -- contains concise, crisp summary statement of candidate.		1	2	6	19	16
15. Professional credentials of candidate-- contains more lengthy and detailed documentation of candidate.		2	4	15	11	12
16. Interviewing skills of teacher candidates.				8	19	17

#6 - Highly important
#5 - Above average importance
#4 - Average importance
#3 - Below average importance
#2 - Little importance
#1 - No importance

CONCLUSION

From the data gathered in the study, the following conclusions seem appropriate:

1. The key factors for both beginning and experienced teacher candidates are maturity, initiative, interest, enthusiasm, poise, and the ability to work with people.
2. The second key factor in staff selection is successful previous employment. This was true both for the experienced and in experienced teachers.
3. The third key factor in staff selection is the ability of a candidate to teach in a second area. In our tight teacher market, a teaching minor has become a most desirable asset.

RECOMMENDATIONS

Based on the conclusions of the study, the following recommendations are made:

1. Institutions should provide adequate career planning to students throughout their years at the college or university. They should alert teacher candidates to the importance that employers place upon personal qualifications in the selection of staff.
2. Teacher candidates and experienced teachers should recognize the importance of doing a good job in their current positions. Whether it be a part-time job working your way through college, or a full-time teaching position upon graduation. The individual's commitment should be a commitment to excellence.

3. Teacher candidates would be well-advised to obtain a teaching minor as they prepare for a teaching career. A teaching minor will many times enhance the opportunities that will be available to the individual.